DOCUMENT RESUME

ED 022 522 LI 001 015

ON-THE-JOB TRAINING PROGRAM FOR LIBRARY AIDES WORKING IN QUEENS BOROUGH PUBLIC LIBRARY'S OPERATION HEAD START PICTURE BOOK PROGRAM FOR 3-5 YEAR OLDS.

Queens Borough Public Library, Jamaica, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Library Services and Educational Facilities.
Note-30p.; Related documents are LI 001 014, a manual for the parent programs, and LI 001 016, a description of the program.
EDRS Price MF-$0.25 HC-$1.28
Descriptors-*CULTURALLY DISADVANTAGED, *LIBRARY EDUCATION, LIBRARY PROGRAMS, *LIBRARY TECHNICIANS, *ON THE JOB TRAINING, *PRESCHOOL PROGRAMS, PUBLIC LIBRARIES, STORY TELLING, SUBPROFESSIONALS, TEACHING GUIDES
Identifiers-*Operation Head Start, Queens Borough Public Library

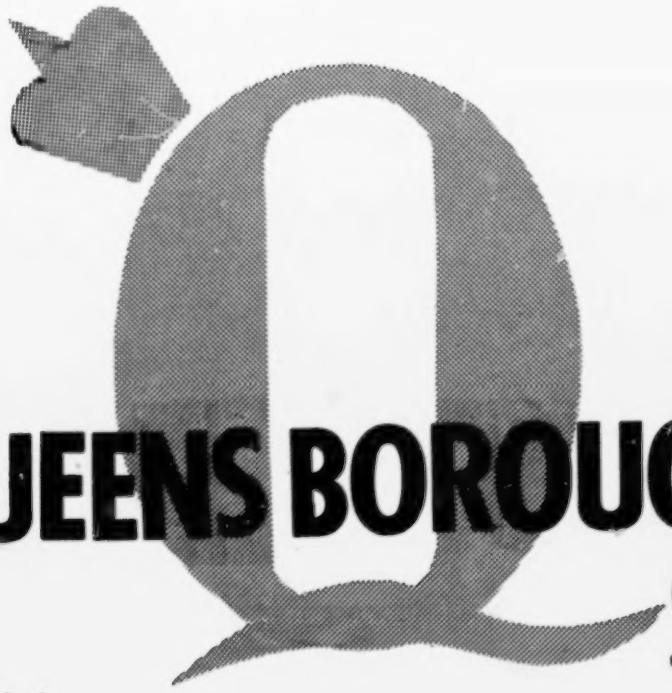
Non-professional college graduates or undergraduates at the junior or senior level, called Library Aides, are trained for work with the Operation Head Start program through an individual on-the-job method of instruction. Each new Aide is assigned for a period of two weeks to one of four Operation Head Start Branches staffed with a children's librarian who assumes responsibility for his on-the-job orientation and training. At the conclusion of the two week orientation phase, the new Aide is permanently assigned to a Branch where he receives further training under the guidance and supervision of the Branch Librarian. This manual outlines the initial training phase and includes a training checklist and service rating form. (JB)

LI 001015

ON-THE-JOB TRAINING PROGRAM FOR LIBRARY AIDES WORKING IN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



QUEENS BOROUGH PUBLIC LIBRARY'S OPERATION HEAD START

PICTURE BOOK PROGRAM FOR 3-5 YEAR OLDS

ED022522

LI 001015

funded by the
LIBRARY SERVICES AND CONSTRUCTION ACT

QUEENS BOROUGH PUBLIC LIBRARY 89-11 MERRICK BLVD., JAMAICA, N.Y. 11432

INTRODUCTION

OPERATION HEAD START, the Queens Borough Public Library's picture book program for children aged three to five years in disadvantaged areas of the Borough, was implemented in March 1965. Initially, instruction of the Library Aides, non-professional college graduates or undergraduates at the junior or senior level who comprised the majority of OPERATION HEAD START personnel, was accomplished by the presentation of a series of formal training sessions. Subsequently, the materials used in training the Aides were compiled and published in a manual entitled A TRAINING PROGRAM FOR LIBRARY AIDES WORKING IN THE QUEENS BOROUGH PUBLIC LIBRARY'S OPERATION HEAD START PICTURE BOOK PROGRAM FOR 3-5 YEAR OLDS.

In the time that has elapsed since OPERATION HEAD START came into being, weekly picture book programs conducted in the Branch Libraries and out-agency locations serving the disadvantaged have continued to spiral upward. Thus by June 1967, 120 picture book story hours were being given weekly in contrast to the 10 programs a week offered at the outset of the project.

This tremendous expansion, coupled with the introduction of special features such as the establishment of concurrent parent programs, the provision of story hours in parks and playgounds during the summer season and the acquisition of a mobile unit called the Library-Go-Round, created a constant need for additional OPERATION HEAD START staff. To meet this need, the 14 Aides employed when the project was initiated grew to a total of 51 by the end of June 1967.

The intensive formal training program given in 1965 was highly successful in preparing the Aides for the job at hand. However, once a nucleus of trained Aides was available, it became increasingly apparent that individual on-the-job orientation would provide a more realistic solution to the training process. In line with this approach, an individual on-the-job method of instruction instituted in early 1966 has continued to date.

Under the existing procedure, each new Aide who is employed is assigned for a period of two weeks to one of four OPERATION HEAD START Branches staffed with a Children's Librarian who assumes responsibility for his on-the-job orientation and training. At the conclusion of the two week orientation phase, the new Aide is permanently assigned to one of the ten OPERATION HEAD START Branches where he receives further training under the guidance and supervision of the Branch Librarian.

THE ON-THE-JOB TRAINING PROGRAM which follows below is used by the aforementioned Children's Librarians who serve as initial instructors. THE TRAINING CHECKLIST FOR LIBRARY AIDES (Appendix I) and THE OPERATION HEAD START SERVICE RATING FORM (Appendix II) also play important roles in the total training process.

INDIVIDUAL ON-THE-JOB TRAINING PROGRAM FOR LIBRARY AIDES

FIRST DAY

A.M. - Time Scheduled: 2 hours

1. Welcome Aide, introduce staff and provide orientation to the physical plant.
2. Explain that Aide will receive intensive on-the-job training in this agency for a period of two weeks which will be followed by further training in the agency to which Aide has been assigned.
3. Delineate objectives and give background history of the Library's OHS program.
4. Describe OHS activities including agency and out-agency picture book programs, parent programs, quarterly paperback gift-giving ceremonies, use of audio-visual materials and other special equipment.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Introduce Welcome to the Queens Borough Public Library OHS Team, allowing time for study of leaflet and question and answer period.
2. Introduce time sheet and explain responsibility for time sheet procedure.
3. Point out staff bulletin board indicating that Aide is expected to read and initial posted materials.
4. Demonstrate charging and discharging routines.
5. Explain patron registration procedure.

SECOND DAY

A.M. - Time Scheduled: 1 hour and 40 minutes

1. Introduce basic OHS picture book collection pointing out:
   a. Reasons for compiling a basic list of short simple, action stories with large clear pictures, rhythmic repetitive prose, poetry and jingles, unsophisticated concepts, humor, etc.
   Purpose of grouping similar types of books to build specific themes or to develop basic concepts such as color, shapes, weather, seasons, growth, etc.
   c. Use of certain types of books to stretch the child's imagination, help the child establish a positive self-image and create an atmosphere of enjoyment, fun, gaiety, etc.
2. Introduce OHS professional collection pointing out that reading of these materials will provide:
   a. Knowledge of the basic principles of book selection for young children.
   b. Overview of professional story telling techniques and other story techniques such as finger games, poetry, music, etc.

P.M. - Time Scheduled: 2 hours

1. Introduce OHS phonorecord collection pointing out:
   a. Content of collection.
   b. Use of phonorecords in conjunction with programs.
2. Schedule study period for Aide to become familiar with basic OHS picture book, professional and phonorecord collections.

THIRD DAY

A.M. - Time Scheduled: 2 hours

1. Describe in detail techniques of planning and conducting a picture book hour.
2. Show film THE PLEASURE IS MUTUAL, allowing time for discussion.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Schedule Aide to assist with setting up of picture book hour.
2. Assign following specific duties:
   a. Observe picture book hour.
   b. Observe book selection period at the conclusion of the program, noting in particular reaction of children.

FOURTH DAY

A.M. - Time Scheduled: 1 hour and 40 minutes

1. Introduce OHS reporting and recording forms:
   a. Forms used to register children and contact parents
   b. Forms used to record attendance.
   c. Forms used to record OHS circulation statistics.
   d. Log book for recording stories and finger games used in programs.
   e. Monthly reporting form.
2. Under supervision of a clerical assistant, schedule Aide at the circulation desk for 30 minutes to assist with charging and discharging routines.

P.M. - Time Scheduled: 2 hours

1. Assign Aide to work with OHS picture book collection and plan a complete program, including selection of three stories, finger games and appropriate music.
2. Confer with Aide during the last 30 minutes of the period to review and discuss materials selected.

FIFTH DAY

A.M. - Time Scheduled: 2 hours

1. Schedule Aide to participate in conducting a picture book program.
2. Assign following specific duties:
   a. Take attendance.
   b. Assist in seating children.
   c. Show and tell one story.
   d. Help children select books for home use.
   e. Prepare all reports and records connected with the program.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Describe canvassing procedures:
   a. Introduce publicity materials used in canvassing.
   b. Describe methods used to reach and approach parents of young children.
2. Describe community and take Aide on a walking tour, and if possible, visit Library-Go-Round.

SIXTH DAY

A.M. - Time Scheduled: 2 hours

1. Under direct supervision and observation, schedule Aide to conduct a complete picture book hour.
2. Assign following specific duties:
   a. Take attendance.
   b. Seat children.
   c. Show and tell three stories, using appropriate finger games and music.
   d. Help children select books for home use.
3. Confer with Aide at the conclusion of the program to discuss the session and offer constructive criticism and suggestions.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Introduce use of film and slide projectors.
2. Arrange for Audio-visual Technician to instruct Aide in all technical aspects of film projection, including threading, rewinding, etc.

SEVENTH DAY

A.M. - Time Scheduled: 2 hours

1. Describe techniques used in planning and conducting a parent program:
   a. Present overview of group discussion techniques.
   b. Introduce current parent program discussion topic.
   c. Introduce and explain use of guidelines and other materials used in conjunction with parent programs.
2. Show film HOW TO CONDUCT A DISCUSSION, allowing time for question and answer period.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Schedule Aide to observe a parent program.
2. Schedule Aide at the circulation desk for 30 minutes.

EIGHTH DAY

A.M. - Time Scheduled: 2 hours

1. Schedule Aide to participate in conducting a parent program.
2. Assign following specific duties:
   a. Set up program
   b. Take attendance.
   c. Conduct one phase of the discussion.
   d. Record all statistics in connection with the program.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Assign Aide to work with guidelines and plan a complete parent program.
2. Confer with Aide during the last 30 minutes of the period to review and discuss proposed program plans.

NINTH DAY

A.M. - Time Scheduled: 2 hours

1. Under direct supervision and observation, schedule Aide to conduct a complete parent program.
2. Assign following specific duties:
   a. Set up program.
   b. Conduct discussion.
   c. Prepare all records connected with the program.
3. Confer with Aide at the conclusion of the program to discuss the session and offer constructive criticism and suggestions.

P.M. - Time Scheduled: 1 hour and 40 minutes

1. Schedule Aide to attend and observe an out-agency program.
2. Assign Aide to prepare all reports and records connected with the program.

TENTH DAY

A.M. - Time Scheduled: 1 hr and 40 min.

1. Assign Aide to observe and participate in a picture book program in which a film is used.
2. Assign Aide to help children select books for home use.

P.M. - Time Scheduled: 2 hours

1. Confer with Aide to review work covered in the two-week orientation phase using the training checklist to point out areas in which additional training will be provided.
2. Introduce service rating form explaining that Aide will receive a formal rating upon completion of the first two months of employment.
3. Describe briefly agency to which Aide has been assigned.

LIST OF APPENDICES

Appendix I	Training Checklist for Library Aides
Appendix II	Operation Head Start Service Rating Report
Appendix III	Operation Head Start Employee Leaflet
Appendix IV	Analysis of Backgrounds of Operation Head Start Library Aides from February 1965 - June 1967
Appendix V	Current Operating and Reporting Forms

APPENDIX I - TRAINING CHECKLIST FOR LIBRARY AIDES

The training checklist is a record of training received by the Library Aide in the initial two-week orientation phase and in the subsequent period prior to the preparation of the first service rating report. Note that the checklist is not a rating but simply an indication of the training the Library Aide has had.

At the end of the two-week orientation phase, the supervisor responsible for the initial training should check (✓) in column 1 the items covered in this period and indicate on the comment sheet those areas requiring additional or concentrated attention. (For further explanation of entries, see comment sheet which follows checklist.) The checklist should then be forwarded to the branch librarian of the agency to which the Library Aide has been assigned. The branch librarian should use the checklist as a guide in providing further training, and before preparing the first service rating report, should check in column 2 the items covered in the second training phase. After the rating conference has been held, the checklist should be kept on file in the branch. In the event that the Library Aide resigns, the checklist should be sent to the Project Director.

Name _____ Date _____
Last First

Agency Inclusive Dates Training Supervisor

Two-Week Orientation Phase _____

Second Training Phase _____

	1	2
BOOK COLLECTION		
Knowledge of:		
1. OHS picture book collection		
2. OHS professional collection		
3. Branch picture book collection		
PICTURE BOOK PROGRAMS		
Knowledge of:		
4. Techniques of conducting picture book hours		
5. Other story techniques such as finger games, verses and songs, dramatization of stories, etc.		

APPENDIX I - (Continued)

Experience in:

6. Observing branch picture book hours
7. Planning and conducting picture book hours
8. Maintaining discipline
9. Assisting children and parents in the selection of picture books for home use

PARENT PROGRAMS

Knowledge of:

10. Group discussion techniques
11. Parent program guidelines

Experience in:

12. Observing and participating in branch parent programs
13. Conducting parent programs

AUDIO-VISUAL MATERIALS

Knowledge of:

14. Phonorecord collection
15. Flannel board equipment
16. Techniques of using audio-visual materials in conjunction with picture book hours

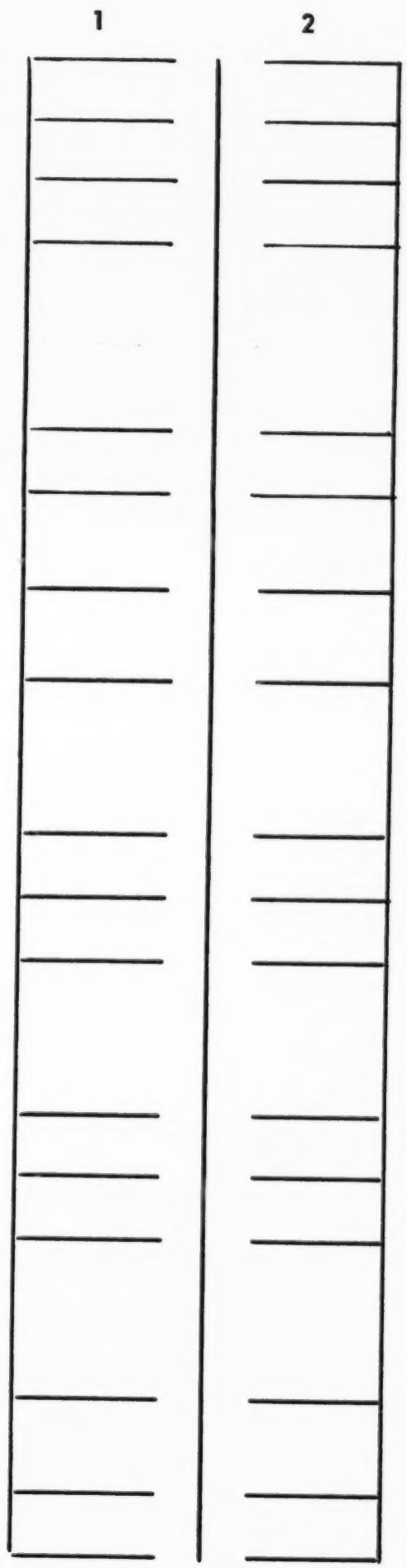
Instruction and experience in:

17. Operating film and slide projectors
18. Threading film projector
19. Rewinding film

CANVASSING PROCEDURES

Knowledge of:

20. Methods used in reaching and approaching parents of pre-schoolers
21. Neighborhood served by branch
22. Types of publicity materials



CANVASSING PROCEDURES - (Continued)

Participation in:

23. Making contacts with local community organizations

24. Neighborhood door-to-door canvassing

REPORTS AND RECORDS

25. Time sheets

26. Recording picture book hour statistics

27. Recording parent programs statistics

28. Preparing OHS monthly report

29. Maintaining log and attendance books

30. Maintaining canvassing reports

31. Preparing film requests

SERVICE DESK ROUTINES

32. Setting up desk

33. Charging and discharging books

34. Taking registration

35. Compiling OHS circulation statistics

BRANCH ROUTINES

36. Alphabetizing catalog cards

37. Filing above rod

38. Checking in new books

39. Setting up displays

40. Shelving and revising picture book collection

COMMENT SHEET: TWO-WEEK ORIENTATION PHASE

Directions: For any item on the checklist which needs explaining, indicate the number in the item column and the explanation in the comment column. Use reverse side and attach extra sheets if necessary.

Example

ITEM	COMMENT
7	Uses imagination in planning picture book hours but needs to develop skill in holding attention of children.

ITEM	COMMENT

APPENDIX II - OPERATION HEAD START SERVICE RATING REPORT

SERVICE RATING REPORT - Operation Head Start
605-4A (17)

QUEENS BOROUGH PUBLIC LIBRARY

DATE _____

DIRECTIONS: FILL IN THE REQUIRED INFORMATION IN SECTION 1. CHECK (✓) EACH ITEM IN SECTION 2 WHICH IN YOUR OPINION APPLIES TO THE PERSON BEING RATED. WHERE NECESSARY MODIFY THE WORDING IN ANY BOX TO EXPRESS THE EXACT SHADE OF MEANING REQUIRED. REVIEW CHECKING BEFORE INDICATING TOTAL EVALUATION IN SECTION 3. CONFER WITH THE OHS PROJECT DIRECTOR PRIOR TO DISCUSSING REPORT WITH, AND OBTAINING SIGNATURE OF, PERSON BEING RATED. FORWARD TO APPROPRIATE PERSON AS INDICATED IN SECTION 4.

1. INFORMATIONAL

NAME _____
LAST FIRST

AGENCY _____ POSITION _____

DUTIES:

_____ _____

_____ _____

_____ _____

_____ _____

APPENDIX II - (Continued)

2. EVALUATION				
PLANS PICTURE BOOK HOURS SKILLFULLY, IMAGINATIVELY AND INTELLIGENTLY	HAS UNUSUAL ABILITY TO COMMUNICATE WARMTH TO CHILDREN	MAINTAINS A SATISFACTORY RELATIONSHIP WITH PARENTS	SUPPLEMENTS GUIDELINES EFFECTIVELY IN PLANNING AND PRESENTING PARENT PROGRAMS	USES LITTLE IMAGINATION OR CREATIVITY IN PLANNING PICTURE BOOK HOURS
REALISTICALLY APPRAISES COMMUNITY NEEDS AND INTERESTS	MAINTAINS ADEQUATE RESPECT FROM CHILDREN	A SKILLFUL AND ENTHUSIASTIC RECRUITER	KNOWS AND UTILIZES THE ENTIRE PICTURE BOOK COLLECTION	SHOWS SYMPATHETIC UNDERSTANDING OF AND INTEREST IN CHILDREN
A TALENTED STORYTELLER. CHILDREN ARE ENTHRALLED BY HIS DELIVERY	RARELY MAKES SUGGESTIONS TO IMPROVE OHS PROGRAMS	CONTROLS CHILDREN IN A DOMINEERING OR PUNITIVE MANNER	HAS UNUSUAL CAPACITY FOR WINNING AND HOLDING RESPECT OF PARENTS	PERFORMS RECRUITING DUTIES SATISFACTORILY AND ACHIEVES ADEQUATE RESULTS
PLAYS FAVORITES WITH INDIVIDUAL PARENTS IN A GROUP SITUATION	A POOR STORYTELLER. LACK OF SELF-CONFIDENCE CAUSES CHILDREN TO LOSE INTEREST	SHOWS GENUINE INTEREST IN DEPRIVED PEOPLE	SHOWS SOME ABILITY TO LEAD PARENT DISCUSSION GROUPS	FREQUENTLY BRINGS IN EXTRA MATERIALS TO ENHANCE OHS PROGRAMS
RECOGNIZES THE OBVIOUS COMMUNITY NEEDS AND INTERESTS	HAS AN ADEQUATE KNOWLEDGE OF THE BASIC PICTURE BOOK COLLECTION	A RELUCTANT RECRUITER. LACKS SKILL IN APPLYING RECRUITING TECHNIQUES	A GOOD DISCUSSION LEADER. THOROUGHLY RESPECTED BY PARENTS	PUTS FORTH AN EFFORT TO IMPROVE HIS STORYTELLING TECHNIQUES
PLANS PICTURE BOOK HOURS SATISFACTORILY	FREQUENTLY MAKES ERRORS IN PREPARING OHS RECORDS AND REPORTS	IDENTIFIES CLOSELY WITH THE PHILOSOPHY AND AIMS OF OHS	MAKES LITTLE EFFORT TO USE GUIDELINES IN PREPARING AND PRESENTING PARENT PROGRAMS	PERFORMS BRANCH ROUTINES AND OHS DUTIES WITH THE SAME DEGREE OF ENTHUSIASM
HAS UNUSUAL ABILITY TO INTEREST CHILDREN AND TO GAIN THEIR CONFIDENCE AND RESPECT	MAKES ADEQUATE USE OF GUIDELINES IN PREPARING AND PRESENTING PARENT PROGRAMS	HAS POOR RAPPORT WITH CHILDREN	KNOWS LITTLE ABOUT PEOPLE OF THE COMMUNITY OR THEIR INTERESTS	OCCASIONALLY SUGGESTS IDEAS TO IMPROVE OHS PROGRAMS
DISPLAYS A WILLINGNESS TO GO WELL BEYOND MINIMUM REQUIREMENTS IN RENDERING SERVICE	IS UNFAMILIAR WITH BASIC PICTURE BOOK COLLECTION	MAKES CONSTRUCTIVE AND VALUABLE SUGGESTIONS TO IMPROVE OHS PROGRAMS	ACHIEVES LITTLE PARTICIPATION FROM PARENTS IN DISCUSSION GROUPS	PREPARES OHS RECORDS AND REPORTS ACCURATELY AND PAYS CAREFUL ATTENTION TO DETAILS

APPENDIX II - (Continued)

2. EVALUATION (con't.)				
STAYS WITHIN HIS AUTHORITY	PERFORMS ASSIGNED BRANCH ROUTINES SATISFACTORILY	WORKS STEADILY. HAS A GOOD ATTITUDE TOWARD WORK	TENDS TO AVOID RESPONSIBILITY	PERFORMS BRANCH ROUTINES READILY AND WITH A MINIMUM OF SUPERVISION
HANDLES RESPONSIBILITY ADEQUATELY	SEEKS TO IMPROVE HIS APPEARANCE	FINDS IT DIFFICULT TO KEEP HOME PROBLEMS OUT OF WORK	NEEDS TO DEVELOP A MORE COOPERATIVE ATTITUDE TOWARD HIS CO-WORKERS	KEEPS HOME PROBLEMS OUT OF HIS WORK
RESISTS AUTHORITY	USUALLY BUDGETS HIS TIME WELL	HABITUALLY TARDY	WELCOMES CRITICISM AND ACTS UPON IT	WILLINGLY COOPERATES WITH CO-WORKERS TO KEEP BRANCH OPERATING
IS INCLINED TO BE LAZY	LACKS STAMINA. HAS POOR HEALTH	GENERALLY ACCEPTS CRITICISM	PUNCTUAL	WILLINGLY ACCEPTS RESPONSIBILITY
SHOWS LITTLE INTEREST IN BRANCH ROUTINES	DRESSES APPROPRIATELY	USUALLY KEEPS OHS RECORDS UP TO DATE	TAKES OFFENSE AT CONSTRUCTIVE CRITICISM	APPEARANCE REFLECTS POOR GROOMING
HAS GOOD ENDURANCE. IS RARELY ILL	HEALTH FAIR. WORK NOT AFFECTED ADVERSELY			

APPENDIX II - (Continued)

3. SUMMARY AND COMMENTS

TOTAL EVALUATION

☐ VERY GOOD

☐ GOOD

☐ UNSATISFACTORY

ADDITIONAL COMMENT:

RATER _____ TITLE _____

EMPLOYEE: THIS REPORT HAS BEEN DISCUSSED WITH ME. MY SIGNATURE DOES NOT NECESSARILY MEAN THAT I AGREE WITH THE REPORT.

COMMENT: (OPTIONAL)

_____
SIGNATURE OF EMPLOYEE

4. ROUTING AND COMMENTS (attach extra sheets if necessary)

_____
AGENCY HEAD

DATE _____

COMMENT:

_____
OHS PROJECT DIRECTOR

DATE _____

COMMENT:

_____
DEPARTMENT HEAD

DATE _____

COMMENT:

APPENDIX III - OPERATION HEAD START EMPLOYEE LEAFLET

WELCOME

TO THE

QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START TEAM

Now you have joined the staff of the Queens Borough Public Library, the fifth largest library system in the country in terms of books lent for home use and sixth largest in size of population served. Our administration and staff are pleased that you have decided to work with us in our special OPERATION HEAD START program for pre-school children aged three to five years. As you know, the project is funded by the Federal Government through the Library Services and Construction Act to provide picture book story hours for children in ten neighborhood libraries in Queens. Starting August 1967, a motor vehicle called the LIBRARY-GO-ROUND will carry the programs to 11 other Queens locations.

You enjoy the same rights and carry the same responsibilities as regular library employees. You are under the immediate direction of your branch supervisors, who function under a Regional Librarian and within the framework of the Library's Extension Services Department.

As a Library Aide, your primary functions are to plan, prepare and conduct Picture Book Story Hours, and lead Parent Discussion Groups. The degree to which you participate in leading Parent Programs is dependent upon individual branch requirements.

YOUR OPERATION HEAD START RESPONSIBILITIES AND DUTIES

Major:

1. Familiarizing yourself with the total picture book collection and selecting books for OPERATION HEAD START story hour registrants

2. Planning and conducting OPERATION HEAD START Picture Book Story Hours

3. Recruiting children for the OPERATION HEAD START Picture Book Story Hours
   a. by distribution of publicity materials
   b. by community canvassing and contact

4. Conducting Parent Programs as required

Routine:

1. Maintaining attendance
   a. by checking on absentees
   b. by sending postals to absentees

2. Keeping registration file and attendance records for the OPERATION HEAD START story hours and parent program

3. Keeping statistical and evaluation records

4. Recording picture book story hours and parent programs

5. Charging and discharging books for OPERATION HEAD START registrants

YOUR BRANCH RESPONSIBILITIES AND DUTIES

1. Servicing the Circulation Desk including setting up the desk, charging and discharging books, registering readers and performing related routines.

2. Shelving and revising the Picture Book Collection

You may be assigned other duties at the discretion of your branch supervisors. Such duties will vary depending upon the size of the regular and OPERATION HEAD START staff, the number of OPERATION HEAD START programs, and the size and use made of the branch. These duties may include:

1. Alphabetizing catalog cards
2. Filing shelf list and catalog cards above the rod
3. Checking in new books
4. Setting up displays

YOUR EMPLOYEE STATUS

1. PAY DAYS- Library employees are paid by check twice a month. No advances against salary are made.

2. WORK WEEK - OPERATION HEAD START staff members usually work 4 hours a day - 20 hours a week. A daily twenty minute lunch period is provided within this schedule. A staff member who cannot report for work must notify his immediate supervisor at once or OPERATION HEAD START Director if the Branch person cannot be reached.

3. TIME SHEETS - OPERATION HEAD START Aides keep a record of the hours worked. These time sheets show the time of arrival, departure, overtime, lost time, ill time, etc. They are approved by the Branch Supervisor and forwarded to the Personnel Department.

4. HOLIDAYS - All agencies are closed on legal holidays. The Library grants eleven holidays with pay: New Year's Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veteran's Day, Thanksgiving Day and Christmas Day. Time granted for holidays varies according to the schedule worked; 20 hour workers are granted four hours.

5. SICK LEAVE - Sick leave accrues at the rate of one day for each month worked. For a personal illness absence of more than three consecutive workdays, a physician's certificate must accompany the time sheet.

6. LEAVE WITHOUT PAY Leave requests are granted to OPERATION HEAD START staff only if operation of the program is not adversely affected. Leave requests are treated on an individual basis, and normally may not exceed 10 days.

7. RATINGS - Work performance is evaluated bi-monthly for the first six months of employment and annually thereafter.

8. RESIGNATIONS - All OPERATION HEAD START staff are expected to give notice of intention to resign one month in advance of effective date. Letters of resignation should be addressed and sent to the Director.

QUEENS BOROUGH PUBLIC LIBRARY
89-11 Merrick Boulevard, Jamaica, N.Y. 11432 RE 9-1900

APPENDIX IV

ANALYSIS OF BACKGROUNDS OF OPERATION HEAD START LIBRARY AIDES
February 1965 - June 1967

EDUCATION

1. Junior and Senior College Students	25
* 2. College Graduates	72
Total	97

*Of the college graduates 5 have Master's Degrees and 9 are taking courses leading to the Master's Degree.

RELATED SUBJECT BACKGROUNDS

1. Art	2
2. Education	32
3. Italian	1
4. Library Science (Undergraduate courses)	2
5. Music	4
6. Psychology	7
7. Sociology	14
8. Spanish	1

PAST EXPERIENCE

1. Work with School Age Children	26
2. Work with Pre-School Children	12

APPENDIX V

CURRENT OPERATING AND REPORTING FORMS

1. Forms used to register children and contact parents.

2. Monthly Reporting Form.

3. Monthly Progress Report on Total Project.

4. Running Record for Programs Being Held.

5. Reporting Forms for Mobile Unit (Library-Go-Round).

6. Covering Letter and Questionnaire for Parents on Progress of Library's Head Start Children Now in School.

1. FORMS USED TO REGISTER CHILDREN AND CONTACT PARENTS

QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START REGISTRATION FORM

CHILD'S NAME _____ AGE ____
(LAST NAME FIRST)

BIRTH DATE _____ GROUP ASSIGNED _____

PARENTS NAME _____ PHONE _____

ADDRESS _____

SOURCE OF CONTACT _____

PREFERRED TIME _____ DATE REGISTERED _____

OHS 1 (95)

QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START

This is to notify you that _____ has been assigned to the picture book hour that is held on _____ at _____. We look forward to seeing your child at this time. .

OHS-2 (95)

QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START

Dear _____

We missed _____ at the _____ picture book program. Please let us know by checking and mailing back the attached postcard whether or not _____ will be attending future programs.

QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START

_____

☐ Will attend ☐ Will NOT attend

future picture book programs.

OHS-3 (95)

FRONT AND BACK OF POST-PAID RETURN POSTAL CARD

OPERATION HEAD START MONTHLY REPORT — QUEENS BOROUGH PUBLIC LIBRARY

BRANCH: _____ MONTH: _____ 196 ___

PICTURE BOOK PROGRAMS

NUMBER OF NEW REGISTRANTS: ____

CUMULATIVE NUMBER OF REGISTRANTS TO DATE: _____

CANCELLED PROGRAMS: _____

NUMBER OF PROGRAMS:

IN-BRANCH ____

OUT-AGENCY ____

P.H.S. ____

TOTAL ____

ATTENDANCE

(NOTE: SEPARATE A.M., P.M., OUT-AGENCY & P.H.S. INDICATE CANCELLED PROGRAMS BY: W - WEATHER, H - HOLIDAY, V - VACATION.)

DO NOT USE ↓

WEEK →	1ST WEEK				2ND WEEK				3RD WEEK				4TH WEEK				5TH WEEK				TOTALS			
DAY	BRANCH		OUT-		BRANCH		OUT-		BRANCH		OUT-		BRANCH		OUT-		BRANCH		OUT-		BRANCH		OUT-	
	A.M.	P.M.	AGY.	PHS	A.M.	P.M.	AGY.	PHS	A.M.	P.M.	AGY.	PHS	A.M.	P.M.	AGY.	PHS	A.M.	P.M.	AGY.	PHS	A.M.	P.M.	AGY.	P.H.S.
MON.																								
TUES.																								
WED.																								
THUR.																								
FRI.																								
TO-TALS	↳				↳				↳				↳				↳				↳			

WEEK ↓	FILMS - FINGER PLAYS - MUSIC (RECORDS) - SONGS - STORIES
1ST WEEK	
2ND WEEK	
3RD WEEK	
4TH WEEK	
5TH WEEK	

NUMBER OF BOOKS CIRCULATED IN CONJUNCTION WITH ALL PROGRAMS (INCLUDES BOOK-RACK FIGURES).	ADULT	
	JUVENILE	
	TOTAL	

OPERATION HEAD START - MONTHLY REPORT

PARENT PROGRAMS - FORMAL

SUBJECT:

SPEAKER'S NAME & AFFILIATION:

FILM TITLE:

SUBJECT:

SPEAKER'S NAME & AFFILIATION:

FILM TITLE:

PARENT PROGRAMS - INFORMAL

TOPIC:

TOPIC:

TOPIC:

TOPIC:

NUMBER OF PROGRAMS		
WEEK ▼	FORMAL	INFORMAL
1ST		
2ND		
3RD		
4TH		
5TH		
TOTALS		

PROGRAMS CANCELLED, AND REASONS:

HUMAN INTEREST INCIDENTS (SHOWING AWAKENED OR INCREASED INTEREST OR PARTICIPATION BY CHILDREN OR PARENTS. DON'T HESITATE TO USE SIMILAR KINDS OF INCIDENTS REPEATEDLY, SO LONG AS THE PEOPLE INVOLVED ARE DIFFERENT. IF NECESSARY, USE AN EXTRA SHEET.):

PUBLICITY TOOLS - INDICATE STOCK WHICH NEEDS TO BE REPLENISHED:

RECOMMENDATIONS IN GENERAL:

DATE

BRANCH LIBRARIAN

3. MONTHLY PROGRESS REPORT ON TOTAL PROJECT

Branch	Registration		Number of Picture Book Programs			Number of Children Attending			Project Head Start Programs				Number of Books Circulated			Parent Programs	
	Month	Cumul.	Br.	Out	Total	Br.	Out	Total	Br.	Out	Total Prog.	Attend.	Monthly	Total Fiscal Cumul.	Grand Total Cumul.	Number of Programs	No. of Parents Attendg
A													Juv. ---- Adult ____ Total	----	---		
Bp													Juv. ---- Adult ____ Total	----	---		
C													Juv. ---- Adult ____ Total	----	---		
Du													Juv. ---- Adult ____ Total	----	---		
Mb													Juv. ---- Adult ____ Total	----	---		
Ob													Juv. ---- Adult ____ Total	----	---		
Qb													Juv. ---- Adult ____ Total	----	---		
Rb													Juv. ---- Adult ____ Total	----	---		
Sa													Juv. ---- Adult ____ Total	----	---		
Sj													Juv. ---- Adult ____ Total	----	---		
Sz													Juv. ---- Adult ____ Total	----	---		
Grand Total													Juv. ---- Adult ____ Total	----	---		

4. RUNNING RECORD FOR PROGRAMS BEING HELD

Picture Book Program Schedule

Date _____

	A	Bp	C	Du	Nb	Qb	Rb	Sa	Sj	Sx
MONDAY A.M.										
P.M.										
TUESDAY A.M.										
P.M.										
WEDNESDAY A.M.										
P.M.										
THURSDAY A.M.										
P.M.										
FRIDAY A.M.										
P.M.										

5. REPORTING FORMS FOR MOBILE UNIT (LIBRARY-GO-ROUND)

QUEENS BOROUGH PUBLIC LIBRARY
Operation Head Start

DATE: _____

Library-Go-Round Initial Daily Reporting Form

AREA _____ SPECIFIC LOCATION _____ DAY & TIME _____

COMPOSITION OF USERS: Predominantly Negro ____ Predominantly White ____ Integrated ____
Adult Foreign Speaking- Italian ____ Spanish ____ Other _____

COMMUNITY ATTITUDES: Describe any situations that reflect pro or con reactions:

CONTACTS - ORGANIZATIONS, GROUPS, INDIVIDUALS, PHS: List names and/or groups:

NATURE OF ADULT USE: List informational questions answered:

List requests for services or materials beyond resources:

5. Reporting Forms For Mobile Unit (Continued)

HUMAN INTEREST STORIES:

STATISTICS: Total number of children and adults who entered_____

Total number of picture book programs_____: number of these conducted outside _____

Total attendance at picture book programs_____

Number of referrals to QBPL agencies _____

Books circulated: Juvenile_____Adult_____Total_____

FOR OFFICE USE ONLY: Evaluation of adult circulation

5. Reporting Forms For Mobile Unit (Continued)

Operation Head Start

LIBRARY-GO-ROUND WEEKLY REPORTING FORM

Week of _____ 196__

AREA AND STOP	Number of Books Circulated			Number of Patrons	Number of Picture Book Programs	Attendance at Picture Book Programs
	Juvenile	Adult	Total			
BAISLEY PARK						
Shore Avenue & Sutphin Blvd.						
CORONA-EAST ELMHURST						
98th Street & Astoria Blvd.						
103 Street & Northern Blvd.						
LONG ISLAND CITY						
Main Avenue & Vernon Blvd.						
45th Road & 21st Street						
47th Road & Vernon Blvd.						
ROCKAWAY BEACH						
B. 82 Street & Beach Channel Drive (known as Hammels Blvd. from Beach 81-83 Streets)						
SOUTH JAMAICA						
159th Street & 109 Avenue						
Inwood Street & Liberty Ave.						
SOUTH OZONE PARK						
140 Street & Rockaway Blvd.						
SPRINGFIELD GARDENS (fringe of St. Albans)						
Nellis St. & Farmers Blvd.						

5. Reporting Forms For Mobile Unit (Continued)

QUEENS BOROUGH PUBLIC LIBRARY

Operation Head Start

LIBRARY-GO-ROUND MONTHLY REPORTING FORM

Month _____ 196_____

TOTAL MONTHLY STATISTICS (11 stops)

Number of books circulated:
Juvenile _____
Adult _____
Total _____

Number of patrons _____

Number of picture book programs _____

Attendance at picture book programs _____

CUMULATION TO DATE (11 stops)

Number of books circulated:
Juvenile _____
Adult _____
Total _____

Number of patrons _____

Number of picture book programs _____

Attendance at picture book programs _____

MONTHLY STATISTICS BY AREA	Baisley Park		Corona - East Elmhurst		Long Island City		Rockaway Beach		South Jamaica		South Ozone Park		Springfield Gdns. (Sa)	
	Month Total	Cumul. Total	Month Total	Cumul. Total	Month Total	Cumul. Total	Month Total	Cumul. Total	Month Total	Cumul. Total	Month Total	Cumul. Total	Month Total	Cumul. Total
Number of books circulated: Juvenile														
Adult														
Total														
Number of patrons														
Number of picture book programs														
Attendance at picture book programs														

5. Reporting Forms For Mobile Unit (Continued)

MONTHLY STATISTICS BY AREA AND STOP	Number of Books Circulated						Number of Patrons		Number of Picture Book Prog.		Attendance at Picture Book Prog.	
	Monthly			Cumulative			Monthly	Cumul.	Monthly	Cumul.	Monthly	Cumul.
Area and Stop	Juv.	Adult	Total	Juv.	Adult	Total	Total	Total	Total	Total	Total	Total
BAISLEY PARK												
Shore Avenue & Sutphin Blvd.												
CORONA-EAST ELMHURST												
98th Street & Astoria Blvd.												
103 Street & Northern Blvd.												
LONG ISLAND CITY												
Main Avenue & Vernon Blvd.												
45th Road & 21st Street												
47th Road & Vernon Blvd.												
ROCKAWAY BEACH												
B. 82 Street & Beach Channel Drive (known as Hammels Blvd. from Beach 81-83 Streets)												
SOUTH JAMAICA												
159th Street & 109 Avenue												
Inwood Street & Liberty Ave.												
SOUTH OZONE PARK												
140 Street & Rockaway Blvd.												
SPRINGFIELD GARDENS (fringe of St. Albans)												
Nellis St. & Farmers Blvd.												

6. COVERING LETTER AND QUESTIONNAIRE FOR PARENTS
ON PROGRESS OF LIBRARY'S OPERATION HEAD START CHILDREN NOW IN SCHOOL.

QUEENS BOROUGH PUBLIC LIBRARY
89-11 MERRICK BOULEVARD JAMAICA, N.Y. 11432
REpublic 9-1900
HAROLD W. TUCKER - CHIEF LIBRARIAN

Dear Parent:

Our registration files show that your child who attended the Library's OPERATION HEAD START program is now in school. We should, therefore, appreciate your answering a few questions about his school progress.

It is not necessary for you to sign your name or your child's name since this is not a personal record. However, your answers to the questions on the enclosed sheet will help us find out how successful our program has been and how we may improve it in the future.

Please check the answers that best fit your child and return the sheet to the Library by _____ 1967, in the envelope provided.

Thank you for your cooperation.

Sincerely yours,
THE LIBRARIAN

Progress Of Library's Operation Head Start Children Now In School

1. *In what grade is your child who used to attend the Queens Borough Public Library's OPERATION HEAD START program?*

___ Kindergarten
___ 1st grade
___ 2nd grade

2. *How soon did he begin to like going to school?*

___ The first day
___ After a few days
___ After a few weeks
___ Not yet

3. *How soon did he make friends and enjoy working and playing with other children?*

___ The first day
___ After a few days
___ After a few weeks
___ Not yet

4. *How clearly and readily does he talk in school with teacher and children?*

___ Same as children his age
___ Not as well as children his age
___ Better than children his age

5. *How did the teacher find his readiness to read?*

___ Average
___ Better than average
___ Below average
___ Don't know

6. *Has the Library's OPERATION HEAD START helped your child adjust to school?*

___ A little
___ A great deal
___ Not at all
___ Don't know

7. *How worth while is the Library's OPERATION HEAD START for preschoolers?*

___ Has great value
___ Has some value
___ Has no value

8. *Please tell us in what ways this program is helpful, or how it could be improved.*

USE THE BACK OF THIS SHEET TO WRITE YOUR COMMENTS.

ANSWER THIS PART ONLY IF YOU HAVE OLDER CHILDREN IN SCHOOL

How does the school progress of the child who attended the OPERATION HEAD START program compare with that of your older children?

1. *Does he like books more than the older children?*

___ Yes
___ No

2. *Does he ask to go to the Library more often than the older children?*

___ Yes
___ No

3. *Has he learned to read sooner than the older children?*

___ About the same
___ More quickly
___ Not as quickly

4. *Has he adjusted to school routines and learning more quickly than the older children?*

___ About the same
___ Not as quickly
___ More quickly

5. *How does he respond to reading?*

___ He wants to be read to more than the older children
___ He wants to read by himself more than the older children
___ He is less interested in reading than the older children

QUEENS BOROUGH PUBLIC LIBRARY 89-11 MERRICK BLVD. JAMAICA, N.Y. 11432